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ABSTRACT

The Early Childhood Prekindergarten Assessment Instrument is a criterion referenced approach designed to help locate the child along a developmental curriculum sequence. Certain skills are analyzed according to auditory, visual, motor, and verbal learning processes, and determine what level the child has attained prior to entering school. Along with the assessment instrument, the screening procedures and directions for administration are included. (BW)

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Early Childhood Assessment a Criterion Referenced Screening Device

Test Manual

TM005 669

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COOPERATIVE EDUCATIONAL SERVICE
AGENCY 13
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EARLY CHILDHOOD ASSESSMENT: A Criterion Referenced Screening Device

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MANUAL

Introduction

The Early Childhood Prekindergarten Assessment Instrument is a criterion-referenced approach designed to help bridge the gap that often exists between assessment and effective, practical, educational procedures.

The assessment does not attempt to isolate various abilities (or disabilities), nor does it determine readiness for school. On the contrary, to use the results properly the assessment instrument must be integrated with curricular objectives and result in individualized instruction. Therefore, the instrument has been designed to help locate the child along a developmental curriculum sequence. The tests themselves reflect and assess according to the behavioral objectives listed on the scope and sequence chart. Each child will, as a result of the assessment, be placed somewhere along the sequential program and teaching will then begin for the child at that particular level; and move upwards in time as he masters more difficult and higher level behavioral objectives.

The use of the developmental model, assessment instrument, scope and sequence chart, prescription guide, along with the more global individualizing techniques such as learning centers, etc., will tend to broaden and alter the philosophy of the educational

system. In essence, by individualizing the school program, the school is in fact assuming the responsibility to teach all the children regardless of individual differences. Therefore, in contrast to a deficit centered approach to assessment the approach with this model is positive in orientation.

We are also analyzing certain skills according to learning processes (auditory, visual, motor, verbal), and determining what level (reflexive, integrative, etc.) the child has obtained prior to entering school. The school program then will take him along (at his own rate) the behaviorally defined sequence until he reaches the target behaviors reflecting the reading, writing, and arithmetic skills.

Hopefully the time will come when a child can proceed through school at his own pace, inspired and motivated by the teachers, the curriculum, and himself, and not motivated by competition with others or artifical grade-level expectations.

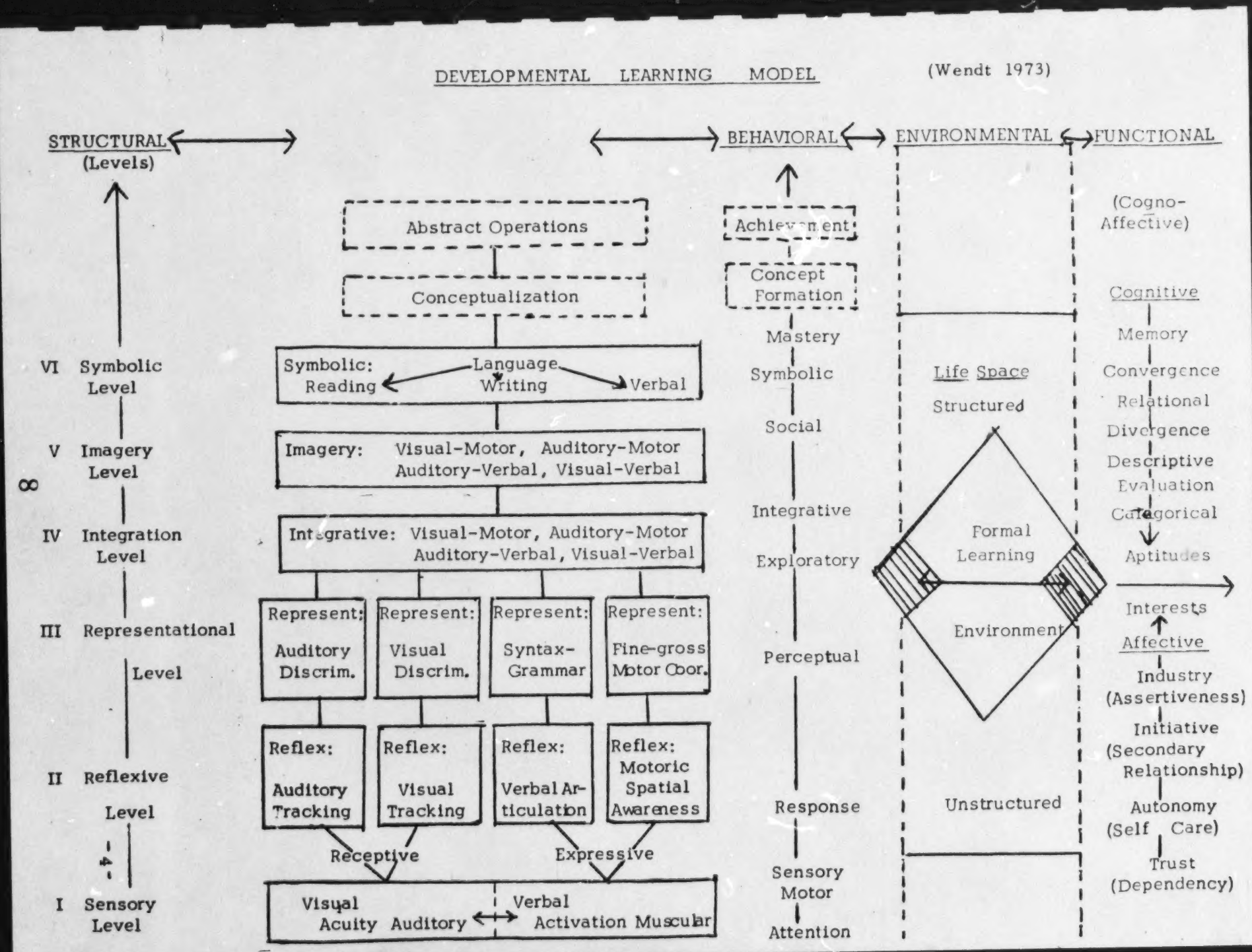
This assessment instrument is designed to provide a realistic basis for a program with the foregoing philosophy.

THEORETICAL CONSIDERATIONS

The model being used was developed by Wendt (1973), page 4. It provides a broad basis for the sequentialization of developmental skills so that a child placed within the program is always working toward terminal objectives.

There are four basic learning processes (modalities) which need assessment, the auditory and visual processes that provide input of information, and the motoric and verbal modalities which are expressive processes. The levels noted in the model begin at Level I which is strictly a sensory motor activation and proficiency level and moves sequentially to Level VI which has the terminal objectives of the language based curriculum. Level II is the reflexive level with sensory awareness and simple discrimination of stimuli. Level III basically involves "re-representing" of stimuli involving visual and auditory perception in the receptive channel, organized internally so that it has meaning; and the coordination of processes at the expressive level.

Level IV is somewhat unique because it focuses on the integration of processes. Beery (1967), Birch (1964), and Kass (1966) all feel the main area of difficulty frequently is of an integrative nature.


DEVELOPMENTAL LEARNING MODEL
(Wendt 1973)
STRUCTURAL
(Levels)
BEHAVIORAL
ENVIRONMENTAL
FUNCTIONAL
VI Symbolic Level
V Imagery Level
IV Integration Level
III Representational Level
II Reflexive Level
I Sensory Level
Abstract Operations
Conceptualization
Symbolic: Reading Language Writing Verbal
Imagery: Visual-Motor, Auditory-Motor Auditory-Verbal, Visual-Verbal
Integrative: Visual-Motor, Auditory-Motor Auditory-Verbal, Visual-Verbal
Represent: Auditory Discrim.
Represent: Visual Discrim.
Represent: Syntax-Grammar
Represent: Fine-gross Motor Coor.
Reflex: Auditory Tracking
Reflex: Visual Tracking
Reflex: Verbal Articulation
Reflex: Motoric Spatial Awareness
Receptive
Expressive
Visual Acuity Auditory
Verbal Activation Muscular
Achievement
Concept Formation
Mastery
Symbolic
Social
Integrative
Exploratory
Perceptual
Response
Sensory Motor
Attention
Life Space
Structured
Formal Learning
Environment
Unstructured
(Cogno-Affective)
Cognitive
Memory
Convergence
Relational
Divergence
Descriptive
Evaluation
Categorical
Aptitudes
Interests
Affective
Industry (Assertiveness)
Initiative (Secondary Relationship)
Autonomy (Self Care)
Trust (Dependency)

Few programs appear to take this fact into account when designing a scope and sequence for children. Level V, Imagery Level, deals with memorization and sequencing of stimuli already perceived, utilizing the previously integrated processes.

The basic tenets of the program are: 1) A child must have basic processes developed to a certain level before terminal objectives, such as reading, etc., can be taught effectively and meaningfully. Failure to take into account developmental issues results in failure and/or nonmeaningful rote learning; 2) There must be an assessment of where the child is developmentally in terms of learning processes and the structural stages; 3) Once assessment has been made the appropriate educational program should be selected to provide growth in each of the areas so that the child advances at his own developmental rate to the uppermost level.

ASSESSMENT PROCEDURE

This assessment instrument begins with children entering kindergarten. It can easily provide assessment at the three or four year old level, or for a six year old entering first grade. Because of the age and level of development of the child entering school and due to time considerations, the assessment instrument begins with an assessment of all entering children at Level III, Representational Level. Assessment then proceeds upwards or downwards (or terminates) from Level III depending upon the child's success (or lack of it). Therefore, after Level III he will either move downwards until be meets success and/or upwards until he meets difficulty. The results are then profiled and given to the classroom teachers who begin instruction at the appropriate level. The assessment which lasts approximately 45 to 50 minutes is not designed to be diagnostic nor categorical in nature. There are other more complete resources available for those functions if they become necessary. It (the assessment) only provides a starting point for the teacher. If the assessment is underassessment or overassessment (unlikely) the teacher can easily adjust accordingly because the educational sequence is stated according to behavioral objectives.

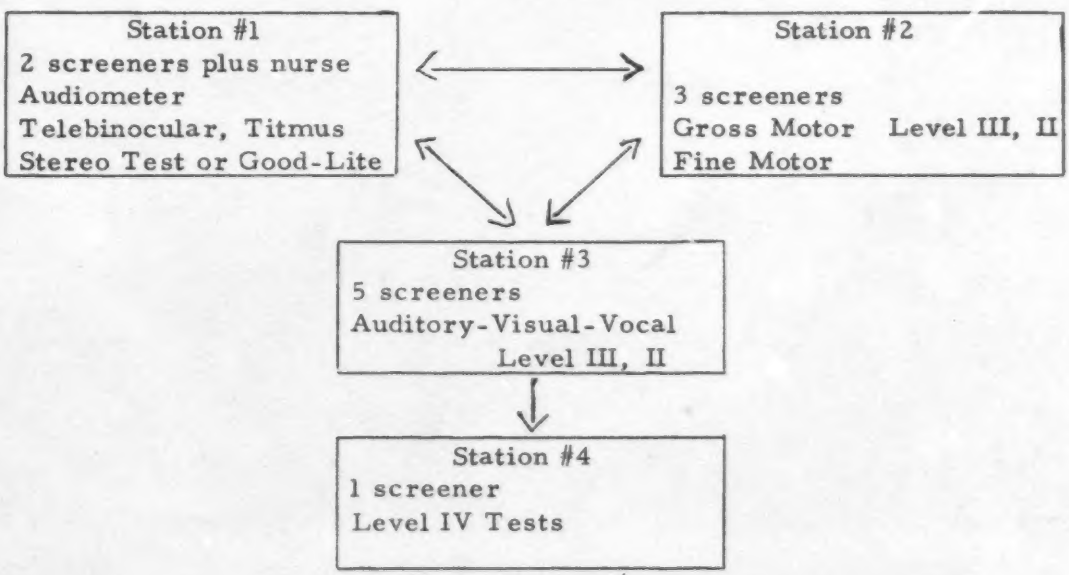
Criteria to determine the level at which a child begins instruction are dependent upon his success at the particular assessment levels. The following criteria are to be utilized:

1. All children are to be administered a vision and hearing test. (Intra-sensory deficits are more difficult to detect and determine the degree of disabling influences.)
2. Assessment begins at Level III for all prekindergarten children, areas to be assessed include auditory perception, visual perception, language development and motor coordination (gross and fine).
3. If all criteria are successfully performed in each of the four areas of Level III the child moves to an assessment of Level IV activities. A child completing at least one criterion in each of the four areas terminates the assessment and instruction begins at Level III. A child missing all criteria in any area is given an additional assessment at Level II. If unsuccessful in all activities at this level, assessment moves to Level I.

SCREENING PROCEDURE - SUGGESTED GUIDE

This screening model is established so that 10-12 children can be processed each hour. Adult volunteers who screen the children should have one or two training sessions prior to the screening. The children who come should be greeted and registered by a teacher who generally coordinates the total program. The children are given a folder and escorted by one of three or four older children to an appropriate station. The parents should go to a separate room to meet with the school psychologist or school social worker for a general orientation and to fill out a questionnaire (coffee and cookies are helpful).

There should be four stations. The diagram below illustrates the stations and tests involved in each one.



DIRECTIONS FOR ADMINISTRATION

Qualification of examiners: The tests are designed to be as simple as possible. Under certain conditions the tests may be given by teachers or lay persons, if sufficient instructions have been given regarding the various tests If the tests are to be given by persons other than those well trained in individual testing, such as a school psychologist, it is recommended that such persons be instructed and supervised by someone with a thorough knowledge of this instrument.

Examiners should acquaint themselves with this manual.

Considerations for examiners would include: The need for concern for the details of the test administration and scoring procedures; becoming thoroughly acquainted with the materials including the systematic and efficient handling of the materials; and ease in the recording of data.

It is essential that the person administering the assessment instrument have the ability to establish rapport and communicate effectively with young children. Underassessment often will occur due to shyness or constriction from feeling uncomfortable in the testing situation.

Also, when relating to the child avoid pushing him to respond quickly. Come across as enthusiastic, but not overly talkative or sentimental. Testing should begin as soon as the child is comfortable and ready to begin. As often as not, a sensitive lay examiner tends to spend too much time on this aspect which in turn tends to drag out the assessment time and produce delays which can cause problems when large numbers of children are being evaluated. The examiner should also praise, but be careful about praising only successes. Children have a built in "radar" and tend to listen and watch faces carefully for reactions regarding their performance. If signs of fatigue or boredom become apparent, do not hesitate to break the routine momentarily with another activity.

If special questions arise, the examiner should not hesitate to ask questions or seek advice. Comments regarding children's behavior are also important and should be entered on the scoring sheets.

LEVEL III - MOTOR COORDINATION Administer all tests.

Gross Motor

Behavioral Objectives:

--Child can maintain flexible balance of body when walking across a 10-foot, 2x4-inch balance beam, forward, backward, and sideways in an integrated manner.

--Child can hop in a forward direction a distance of 10 feet on the left foot and 10 feet on the right foot.

--Child can toss an eight-inch ball in the air with both hands and catch it on the first bounce 2 of 3 times.

--Child can skip forward on alternating feet approximately 20 feet.

Materials:

1) Balance beam
2) Eight-inch ball

Specific Directions:

Test 1 (Use a balance beam.) "Get up on the board and walk to the other end." When child reaches the far end of the board say, "Now walk it backwards." When he has walked across the board again say, "Now walk it sideways." Be sure on the way back he faces in the same direction so that the opposite foot is used to lead.

Test 2 (Mark off ten feet.) "Hop on one foot like this." (Demonstrate.) "Now hop only on one foot over to the mark. Now hop back on the other foot."

Test 3 "Here is a ball, throw it in the air and let it bounce before you catch it." (Demonstrate if child does not comprehend.) Have child do it twice (three times if he fails once). Say, "Do it again" for each trial.

Test 4 "Do you know how to skip like this?" (Demonstrate.) "Now skip across the room."

Scoring Criteria:

Test 1 - Child must walk the beam forward, backward, and sideways without stepping off. (The scoring is slightly more complicated in that one of several categories must be checked. Study each category carefully before administration. Must have a score of nine to pass.)

Test 2 - Child must hop without allowing opposite foot to touch the floor for success. (Child must complete both to pass.)

Test 3 - Child must catch the ball twice after it bounces for success. Child gets three trials.

Test 4 - Allow for one instance where child does not alternate feet when skipping.

Fine Motor (The ability to coordinate the fine-muscles in a writing act.)

Test 5

Behavioral Objective:

--Child can draw a line between two boundary lines approximately three-eighths-inch apart.

Materials:

1) Pencils (Primary)
2) Pupil sheets

Specific Directions:

Item 1 - "Draw a line from one side of the tunnel to the other, be careful not to bump the sides. Keep the pencil on the paper." (Remind child on subsequent items if necessary.)

Item 2 - "Now draw a line down this tunnel, remember don't bump the sides."

Item 3 - "Try this one. There are corners here. Do the best you can. Draw from dot to dot."

Item 4 - "Start at the dot and draw a line all the way around this tunnel so you end up where you started."

Item 5 - "Now take the car to the service station for gas. Be sure not to go off or bang the sides."

Item 6 - "Now go along the road to the store. Be careful."

Item 7 - "And draw a line down the road to the house and park in the garage."

Scoring Criteria:

a. Score for each item is 2-1-0.

b. Score of 2 is given if unbroken line is drawn between the stimulus lines from beginning to the end. No penalty is given for the following: If child lifts pencil up from paper but continues line without a break or sharp angle. The straightness of line does not affect the scoring.

c. Score 1 if the pencil touches the boundary line.

d. Score 0 if the pencil goes outside the boundary line so that a space is noticeable between the pencil line and boundary line. Also score 0 for obvious breaks or if the line has been erased, corrected, or broken.

Success on this test is a score of 9.

LEVEL III - AUDITORY PERCEPTION Administer all tests.

Test 1

Behavioral Objective:

--Child can, when presented with ten pairs of words, indicate whether the words are the same or different in 8 of 10 situations.

Materials:

1) Pencil for recording

Specific Directions:

Say to the child, "We are going to play a word game. I will say two words, tell me whether they are the same word or different words." Repeat the statement, "Am I saying the same word or different words?" with each pair of words. The child will respond with the word same or different.

1.	tub - tug		6.	gum - dumb	
2.	lack - lack		7.	bale - gale	
3.	web - wed		8.	sought - fought	
4.	leg - led		9.	vow - thou	
5.	chap - chap		10.	shake - shake	

Scoring Criteria:

Score 1 point for each correct answer. The child must correctly complete 8 out of the 10 items to pass.

Test 2

Behavioral Objective:

--Child can reproduce six of various patterns of sound clapped by the examiner.

Materials:

1) Pencil for recording

Specific Directions:

Item 1 - "Listen carefully to how I clap my hands. When I stop I want you to clap just the way I do."

Item 2 - "Now try this one." Give two trials for each item.

Repeat for Item 3 and 4.

1. clap pause clap
2. clap pause clap clap
3. clap clap pause clap
4. clap pause clap clap clap

Scoring Criteria:

a. Score 2 points if correctly clapped on first demonstration.

b. Score 1 point if correctly clapped on the second demonstration.

Child must have a score of at least 6 to fulfill the objective.

Rhyming Words

Test 3

Behavioral Objective:

--Child can, after hearing a series of words, identify the rhyming words in 4 of 5 situations.

Materials:

1) Pencil for recording

Specific Directions:

"I am going to say three words. Tell me which two rhyme, tan - pan - bug." (Pause.) "The words tan and pan rhyme. They sound alike at the end."

"Tell me which words rhyme in this group, jump - sun - bun." (Pause.) "Sun and bun rhyme. They sound alike at the end, sun - bun."

NOTE: If the child does not understand the directions, repeat them along with the two sample activities.

Items 1, 2, 3, 4, 5. Repeat the sentence, "Tell me which two words rhyme," prior to saying the test item.

1.	dock	lock	bag
2.	gum	some	jam
3.	run	pass	gas
4.	lark	pack	sack
5.	tub	pan	rub

Scoring Criteria:

Score 1 point for each correct example.

Child must correctly identify 4 of 5 items.

LEVEL III - VISUAL PERCEPTION Administer all tests.

Test 1 - Figure-Ground Perception - Ability to distinguish a figure against a complex background.

Behavioral Objective:

--Child can, from a diffused background, outline 5 of 6 items regardless of their size or position.

Materials:

1) Red pencil
2) Blue pencil
3) Regular pencil

Specific Directions:

Item 1 - "Do you know what the word outline means? It means to cover up lines of a figure like this square, but not to color it in. Watch me outline the square." Demonstrate on sample square. "Now take your pencil (red) and outline the square in the picture."

Item 2 - "Here is a circle (point to sample). Now over hear (point) outline only the circle."

Item 3 - "See this jar." (Point.) "Outline just the jar over here."

Item 4 - "Here is a car, using your pencil (red) draw the car to the house--be sure to stay on the right road."

Item 5 - "Here is a truck." (Hand blue pencil to child.) "Draw the truck to the house--stay on the right road."

Item 6 - "And here is a motorcycle. Take the motorcycle to the house using this (regular) pencil."

Scoring Criteria:

a. Score 1 point for each item outlined successfully.

b. Score 0 for the following:

--Pencil line deviates markedly in the direction of another line.
--Pencil line is interrupted between two points of intersection (breaking at intersecting lines only, overshoot or rounding at corners not penalized--not testing coordination, only ability to stay with stimulus).

Child must correctly complete 5 of the 6 items.

Test 2 - Dot-to-Dot Pictures

Behavioral Objective:

--Child can form five figures by connecting dots which are given as contextual clues.

Materials:

1) Pencil
2) Pupil sheet

Specific Directions:

Point to Item 1. "See this circle. Make one just like it here (point to dots) using the dots." If child does Item 1 incorrectly demonstrate with a pencil. Then point to Item 2 and state, "Now try this one." Repeat for subsequent items.

Scoring Criteria:

a. Score 1 or 0 for each item.

b. Errors occur if child incorrectly connects two dots, the child is not penalized for starting a line incorrectly as long as he stops before connecting the line to the incorrect dot.

c. All dots must be connected within 1/8-inch in order to score. Test is for perception of outlines (closure) not muscular coordination.

Success: A score of 5 is required to fulfill objective.

Test 3 - Visual Discrimination

Behavioral Objective:

--Child can visually discriminate similar objects in 9 of 10 exercises.

Materials:

1) Pencil
2) Pupil sheet

Specific Directions:

Item 1 - "Look at the figure in the box." (Point.) "Mark the figure in the row that looks exactly like the one in the box and facing in the same direction."

NOTE: If an error is made in Item 1, say "No (pointing to the correct one) this one is the same." Give credit as a correct answer.

Item 2 - Repeat

Item 3-10 "Now find one like this one." Point to item in box.

Scoring Criteria:

Score 1 point for each item marked correctly.

Success: A score of 9 is required to fulfill the objective.

LEVEL III - LANGUAGE DEVELOPMENT Administer all tests

Test 1 - Verbal Expression

Behavioral Objective:

--Child can name 8 of 10 pictures including objects, people, animals, and places.

Materials:

1) Page of pictures - page 21
2) Pencil for scoring

Specific Directions:

Say to the child, "Name each picture I point to on this page." If the child does not name the picture do not give a clue, move on to another picture and back to the unidentified one later.

Scoring Criteria:

The child must name 8 of 10 pictures correctly.

Test 2 - Verbal Fluency

Behavioral Objective:

--Child can, when shown a simplified experience picture, describe at least three variations of the activity portrayed in the picture.

Materials:

1) Picture - page 22
2) Pencil for scoring

Specific Directions:

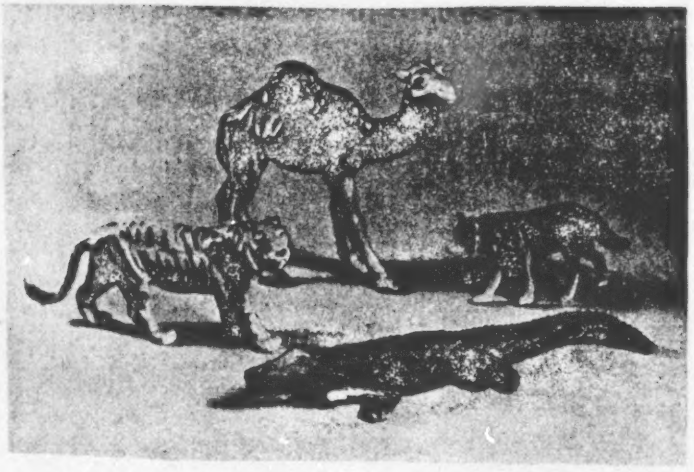
Ask the child the question, "Can you tell me what is happening in this picture?" When one activity is described say, "Can you tell me about something else which is happening?" Repeat a second time in order that three activities can be named. If a child does not respond give an example of one activity and repeat the directions.

Tiger

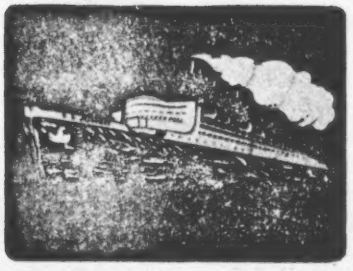
Camel

Dog or Wolf

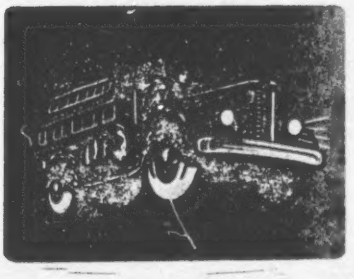
Alligator or
Crocodile



Boat or Ship

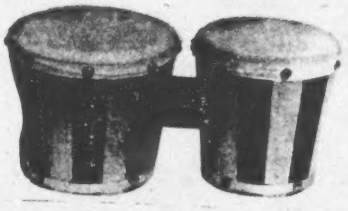


Fire truck or
Fire engine



Clock or
Watch

Drums



Spaceman or
Astronaut

Fireman

"CAN YOU TELL ME WHAT IS HAPPENING IN THIS PICTURE?"

Scoring Criteria:

If the child mentions three complete thoughts, "The boys are playing," check the yes blank. If only one word or simple phrase such as "town" or "play," "to play" or "to town," check the no blank.

Test 3 - Reciting

Behavioral Objective:

--Child can, when presented a simple nursery rhyme, recite it accurately from memory.

Materials:

1) Pencil for recording

Specific Directions:

Say to the child, "I am going to say a nursery rhyme and I want you to say it back to me." "Betty and Mike rode their bike down the hill one day." If the child does not respond tell him to listen and repeat the nursery rhyme. Repeat the rhyme only once.

Scoring Criteria:

Credit should be given if child repeats accurately or if an article (a, and, or, the) is omitted. Place a check in the appropriate blank.

LEVEL II - MOTOR DEVELOPMENT

Motoric Body Awareness - Ability to identify body parts.

Behavioral Objective:

--Child can locate body parts--head, ears, eyes, mouth, shoulders, elbows, hips, ankles, feet.

Materials:

1) Pencil for scoring

Specific Directions:

Say to the child, "I am going to ask you to point to certain parts of your body with both hands. Point to your shoulders--point to your hips--point to your head--point to your ankles--point to your ears--point to your feet--point to your eyes--point to your elbows--point to your mouth."

Scoring Criteria:

Place a check mark in the column which most appropriately describes the child's action. Each column is weighted 1, 2, 3, or 4. Add the check marks in each column and multiply by the appropriate numbered column.

Child must score 32 points for success.

	Unable to identify, feels around.	If he points to only one of paired parts or hesitates.	Only slight hesitation or confusion.	Performs activity accurately
	1	2	3	4
1. Shoulders				
2. Hips				
3. Head				
4. Ankles				
5. Ears				
6. Feet				
7. Eyes				
8. Elbows				
9. Mouth				

LEVEL I - MOTOR DEVELOPMENT

Strengths

Behavioral Objectives:

--Child can, from prone position, sit up and touch toes.

--Child can raise legs off floor from prone position holding for eight seconds.

Materials:

1) Pencil for scoring

Specific Directions:

Test 1 - Child lies flat on back, arms outstretched over his head and flat, and legs outstretched. Examiner holds his feet to the floor. He then pulls up into a sitting position, bringing hands over and touching his toes.

Test 2 - Child lies on back, hands behind head, legs out straight. He raises feet ten inches from the floor while keeping legs straight and holds this position for ten seconds.

Scoring Criteria:

Test 1 - Child passed if he can achieve sitting position and touches his toes.

Test 2 - Child passed if he can raise legs without bending knees and holds this position for ten seconds.

LEVEL II - AUDITORY PERCEPTION

Test 1 - Auditory Decoding

Behavioral Objective:

--Child can reproduce simple sounds made by the examiner.

Materials:

1) Pencil for recording

Specific Directions:

"Here is a word game. I will say two words and I want you to tell me what two words I said."

1.	moo	moo
2.	chug	chug
3.	blup	blup
4.	eek	eek

Scoring Criteria:

One point is scored for each pair of words completed. The child must repeat both words correctly to receive credit.

The child must reproduce all four sounds to pass.

Test 2 - Discriminating Beginning Sounds

Behavioral Objective:

--Child can, when given two words, identify 4 of 5 combinations that begin with the same sound.

Materials:

1) Pencil for marking

Specific Directions:

"I am going to say two words that sound the same at the beginning." (Emphasize beginning sounds.) "Car - cat--listen closely--car - cat." "Do sun and say sound alike

at the beginning?" (Pause.) "Yes they do. Do up and down sound the same at the beginning?" (Pause.) "No they do not." "Let's try some others."

1.	dumb	donkey	(yes)
2.	go	the	(no)
3.	bump	book	(yes)
4.	sew	sour	(yes)
5.	walk	tower	(no)

Scoring Criteria:

One point is scored for each correct response.

The child must score 4 points to pass.

LEVEL I - AUDITORY PERCEPTION

Audiometric Evaluation

Behavioral Objective:

--Child can perceive sound within the normal range on an audiometer.

Materials:

1) Audiometer

Specific Directions:

The audiometric evaluation may be given to all children, however, if a child does well in the auditory areas in Level II and Level III there possibly is no need for this evaluation at the preschool screening time.

LEVEL II - VISUAL PERCEPTION

Visual Pursuit and Tracking - Ability to follow a moving object.

Behavioral Objective:

--The child will track a ball on the end of a stick without moving his head as the examiner moves the object horizontally and vertically.

Materials:

1) Pencil
2) Thumbtack

Specific Directions:

Hold a pencil with thumbtack in eraser upright before the child's eyes and about 20 inches from his face. Say, "Now watch the tack wherever it goes." Move the pencil about 18 inches to the right slowly and back. Same procedure to left; and up and down. Then have child cover one eye with his hand, repeat the procedure. Cover the other eye and repeat the procedure.

Scoring Criteria:

The child should be able to follow the tack without moving his head and without his eyes wandering or jerking off target.

1. Horizontal
2. Vertical
3. Left eye
4. Right eye

LEVEL I - VISUAL EXAMINATION

Test 1 - Telebinocular or Titmus Stereo Test

Behavioral Objective:

--Child can clearly distinguish objects at near and far points.

--Child can discriminate difference in colors.

Materials:

1) Telebinocular or Titmus Stereo Test

Specific Directions:

See test manual - preschool survey - for specific instructions.

Test 2 - Good-Lite Screening Instrument

Materials:

1) Good-Lite Screening Instrument

Specific Directions:

See test for specific instructions.

LEVEL II - LANGUAGE DEVELOPMENT

Articulation - Ability to pronounce words correctly.

Behavioral Objective:

--Child can correctly pronounce 2 of 3 word series having sounds m, n, p, h, w, b, k, g, f, y, ng, d.

Materials:

1) Pencil for scoring

Specific Directions:

Say to the child, "I am going to tell you a word and I want you to say it back to me, 'monkey' (pause) 'hammer' (pause) 'broom' (pause)." If the child does not respond repeat the directions and the word. Listen for each sound emphasized by the word. Circle the sounds not correctly pronounced.

Age level	Sound tested	Check Words
3	m	monkey, hammer, broom
3	n	nails, penny, lion
3	p	pig, puppy, cup
3	h	house, dog-house, -------
3	w	window, spider-web, -------
4	b	boat, baby, bib
4	k	cat, chicken, book
4	g	girl, wagon
4	f	fork, telephone, knife
5	y	yellow, onion, (thank you: alt.)
5	ng	fingers, ring
5	d	dog, ladder, bed

Scoring Criteria:

The child must correctly reproduce 2 of the 3 words within a series.

Child must score 8 of the 12 series to fulfill objective.

LEVEL I

Enunciation - Ability to say a word.

Behavioral Objective:

--Child repeats at least six different one syllable words presented to him.

Materials:

1) Pencil for scoring

Specific Directions:

Say to the child, "I am going to tell you a word and I want you to say it back to me." If the child does not say it correctly the first time repeat the word only once.

1. girl	3. bear	5. chair	7. fish
2. mom	4. train	6. swing	

Scoring Criteria:

Score 1 point for each word clearly repeated.

Child must clearly repeat 6 of the 7 words to pass.

LEVEL IV - AUDITORY MOTOR

Auditory Motor - Ability to convert oral directions to motor activities.

Behavioral Objective:

--Child can, when given oral directions, demonstrate his understanding of the following terms: forward - backward, on top - above - below, inside - outside, left - right, between, and middle.

Materials:

1) Pencil for recording
2) Pictures of a square, rectangle, triangle, circle.

Specific Directions:

Show the pictures of the square, rectangle, triangle and circle on page 34. ask the child to name each one. If the child is not able to name a form, tell him what it is. If the child had difficulty naming any of the figures, ask the child to find these same pictures on the test sheet. If he readily recognizes them, proceed with the test. Say to the child, "I am going to ask you to find some things on this picture. Point to the picture I tell you to."

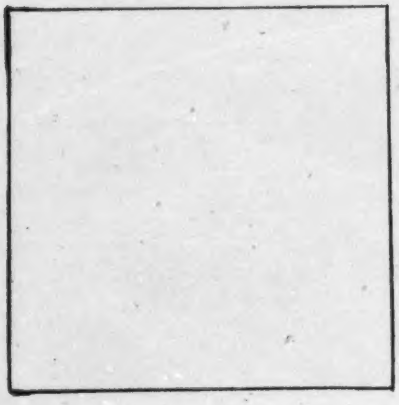
1. Point to a circle inside a square.
2. Point to a square between a circle and a rectangle.
3. Point to a dot above a rectangle.
4. Point to a dot outside of a figure.
5. Point to a circle below a square.
6. Point to a triangle behind a circle.
7. Point to a circle in front of a triangle.
8. Point to the middle row of the page.
9. Point to a dot on top of a square.
10. Point to a dot to the left of a square.

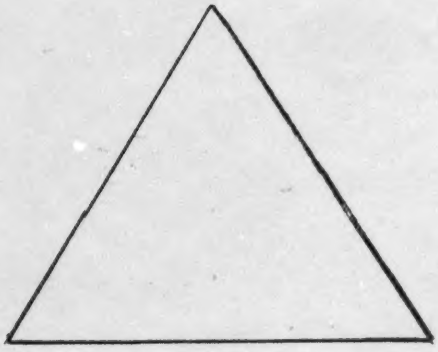
Repeat the directions if the child hesitates or does not understand. Allow approximately 15 seconds per item.

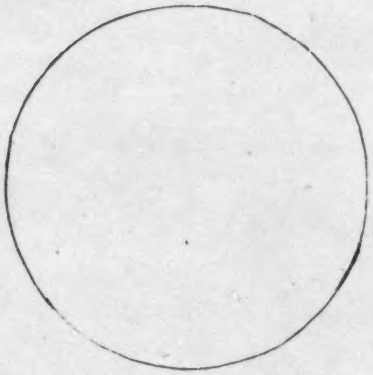
Scoring Criteria:

A point is given for each picture correctly identified.

Child must score at least 8 points to fulfill objective.







LEVEL IV - VISUAL MOTOR INTEGRATION

Behavioral Objective:

--Child can, when presented with a geometric form, reproduce 4 of 6 forms.

Materials:

1) Pencil

Specific Directions:

Tell the child, "See this picture, can you draw it in the box underneath?" "Draw each of the other pictures in the boxes beneath them." If the child draws the same form in each box stop him and ask him if the picture he has drawn looks like the one above it. Point to the picture. If he says no tell him, "Draw a picture just like this one (point to one above)." If the child says yes or hesitates or does not respond let him complete the task as best he can.

Scoring Criteria:

Item 1 - Design should reflect a straight line without sharp breaks and a relative appropriateness of left to right slant.

Item 2 - The lines must be complete lines which are unbroken at the point of intersection. Both lines should also be relatively the same length, and avoiding a horizontal-vertical axis.

Item 3 - The triangle needs to have three sides jointed appropriately into angles (not curved). The base should be fairly horizontal.

Item 4 - The square and circle should be relatively equal in size, with distinct angles on the square and a rounded shape to the circle. The figures may show a mild separation at the point of intersection. The circle should also relate to the corner at an appropriate angle.

Item 5 - The three lines need to be complete with the point of intersection close (some separation is allowable). One line should be on the horizontal axis and another on the vertical plane.

Item 6 - The cross should reflect two complete lines, one relatively close to a horizontal plane and the other on the vertical axis; both fairly equal in length. The outer squared shape should reflect four distinct sides with angles representing each corner. The lines should meet without any gaps displayed.

LEVEL IV - AUDITORY VERBAL

Auditory Verbal - Ability to express orally definitions or descriptions of the selected vocabulary terms.

Behavioral Objective:

--Child can, when given a word, respond with a synonym and/or a definition.

Materials:

1) Pencil for recording

Specific Directions:

Say to the child, "Tell me what a fire truck is." Student will briefly describe a fire truck. Record everything the child says and continue with the word list until three consecutive failures are reached. If a child's response is not clear ask child to tell more about it. This is all that you are allowed to say. Mark a Q on the pupil response sheet indicating that a question was asked.

Name of items

1. doctor
2. farmer
3. letter
4. run
5. jump
6. morning
7. night
8. afternoon
9. crawl
10. yesterday

Scoring Criteria:

Child may receive 0 or 1 point per item. The following general scoring guidelines should apply:

1 point: synonym, definition, or good example of the word.
0 points: after questioning, obviously wrong answers, no real understanding, very vague.

Child must score 8 to pass.

LEVEL IV - VISUAL VERBAL

Behavioral Objective:

--Child can, when presented with an object, name the object and given at least four characteristics of the object.

Materials:

1) ball
2) block
3) envelope
4) button

Specific Directions:

Hand an object to the child and say, "Tell me all about this." When necessary say, "Tell me more (or something else) about it." If the responses are ambiguous or vague say, "Tell me what you mean." If the child demonstrates say, "Don't show me, tell me." If he repeats an answer say, "You told me that, tell me something else." If he asks a question say, "What do you think?"

Do not solicit more responses when four separate characteristics have been mentioned.

Scoring Criteria:

Score a point when any of these things are mentioned:

a. name of object
b. color
c. shape
d. composition
e. function or action (it bounces or rolls)
f. mentions its parts
g. size, weight

LEVEL V

Test 1

Behavioral Objective:

--Child can repeat in 3 of 4 instances a sequence of four unrelated words.

Materials:

1) Pencil
2) Pupil sheet

Specific Directions:

"I'm going to say some words. I want you to listen carefully and say them exactly the way I do. Be sure to say them just right. Ready?' (Give words at one second intervals.)

1. boy, street, hot, chair
2. truck, foot, dog, window
3. airplane, wish, book, up
4. apple, go, head, door

Scoring Criteria:

For success the child must repeat 3 of the 4 sequences correctly.

Test 2

Behavioral Objective:

--Child can reproduce from memory on paper 3 of 4 visual sequences after 10 seconds exposure of each sequence.

Materials:

1) Pencil
2) Pupil sheet
3) Design cards

Specific Directions:

Item 1 - "I'm going to show you some designs for about 10 seconds. Look at them carefully because I'll put the card away and you copy the design with your pencil the best you can." (Show design.) "Now you make one just like it here." (Point to paper." Designs on page 41.

Items 2, 3, 4 - "Now look at this one." Show design -- remove -- "Now make one just like it."

Test 3

Behavioral Objective:

--Child can follow in proper sequence directions involving five different activities.

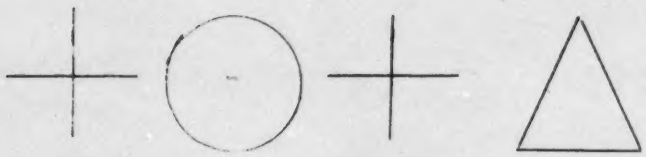
Materials:

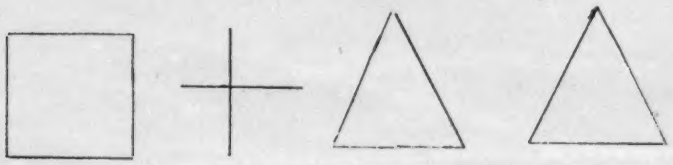
1) Pupil sheet
2) Pencil

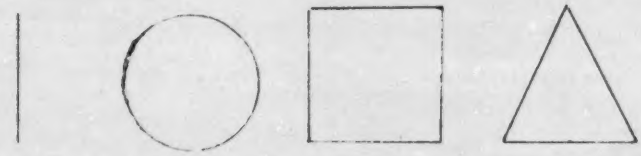
Specific Directions:

"I want you to listen carefully to what I tell you to do. When I'm done you go ahead and do it. For example: Listen carefully -- I want you to stand up and touch your toes. Understand - go ahead." (Do not count.) "Good, this time you are to stand up, walk around behind the chair, pick the chair up and take it over to the wall (point), come back to the table and take this sheet of paper over to the chair. Go ahead."

TEST DESIGNS

1. 

2. 

3. 

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